

**ESSA
Level 4
Evidence**

**TEACHING BLENDING[®]
EVIDENCE PACKET**



**LXD RESEARCH
95 PERCENT GROUP**

95 Percent Group Product Portfolio

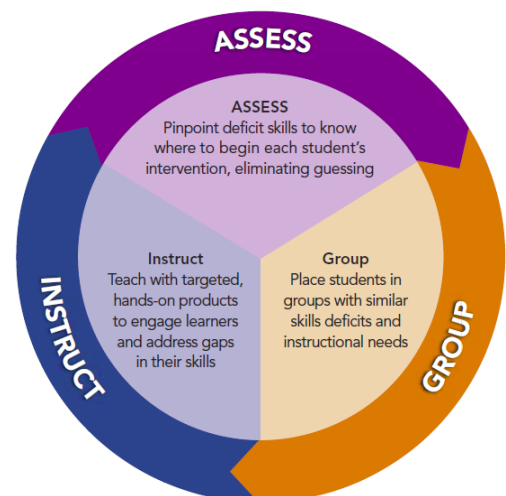
To get 95 percent of our students reading at grade level...an achievable goal. It's that simple and that important to our company. Our processes are proven. Our approaches are unique.

We are focused on impacting reading achievement in pre-K through Grade 12 students. We achieve this through our dedicated and customized approach. We offer comprehensive education consulting, diagnostic assessments, and instructional materials designed to drive intervention and increase student achievement with all students, especially struggling readers.

Our collection of evidence-based instructional materials, manipulatives, demonstration videos, diagnostic instruments, and other resources continues to grow. Our materials are developed based on the Science of Reading and are designed with a K-8 teacher perspective. Our product line began as we created skills focused materials to address needs identified during our consulting assignments.

Our processes have been field tested with thousands of students and include the use of:

- **Skill continuums** that give educators strategic, actionable insight about the sequence of instruction and provide a framework for identifying progression of skill mastery by grade level;
- **Diagnostic assessments** that align to the skills continuum and help educators identify student deficits to make better decisions about where to begin instruction;
- **Instructional materials** that are evidence-based, practical, and provide the lessons and all components needed to deliver focused, targeted intervention by teachers who have limited time for lesson planning. Our materials were developed by our staff, all of whom are former teachers, based on clients identifying needs and teachers piloting prototypes; and
- **Professional development**, coaching, and follow-up at the district and building level so that data-informed instructional practices and effective interventions are sustained.





Teaching Blending® AP1200

ELA CCSS Strand(s) addressed: Reading, Speaking & Listening, Foundational Skills

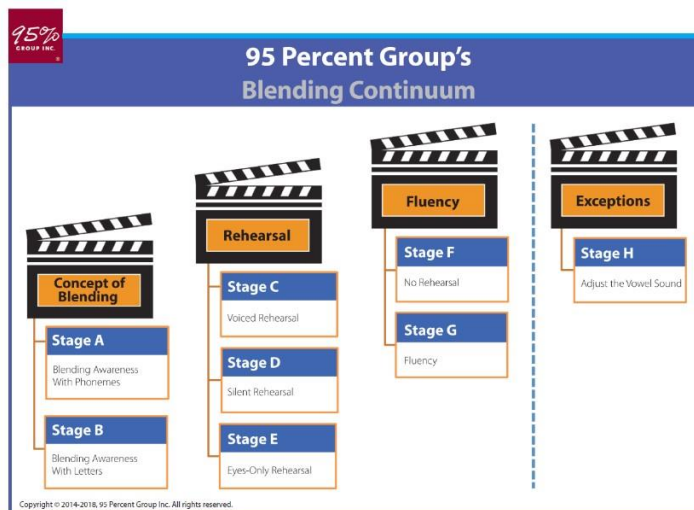
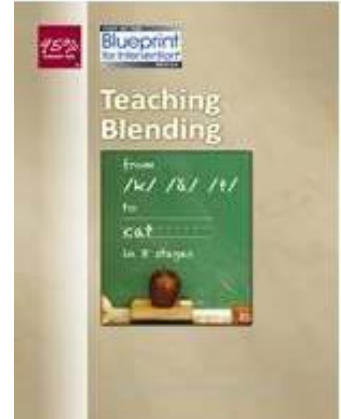
Targeted Grade Level(s): K-1

Resource Type Instructional materials: Teacher Guide with online access to student materials

Teaching Blending from /k/ /ă/ /t/ to cat in 8 stages®

Teaching Blending is the only product available that specifically provides teachers with techniques for blending instruction. *Teaching Blending* can be used as a stand-alone Tier 2 or 3 intervention for Grades 1 and 2 and as a supplement to core Tier I for universal instruction in Kindergarten and Grade 1.

The program is designed to work with students who are at benchmark on PSF, but not at benchmark on NWF and are not reading the whole word without having to subvocalize beforehand. Students are guided through transitioning from sound-to-sound decoding to reading whole words blended by developing blending skills across seven distinct stages.



- Stages A and B: students recognize that spoken and written words are pronounced without pauses between the sounds
- Stages C, D, and E: teach the students to gradually diminish subvocalizing
- Stages F and G: students learn to read fluently and accurately with no vocal rehearsal
- Stage H: deals with vowel exceptions

Some unique aspects about *Teaching Blending* include:

- Multisensory instructional techniques, including sound, letter chips, and mats that help students visualize the abstract concept of blending, making it more concrete.
- PowerPoint presentations and interactive white board files for instruction.

In addition to the *Teaching Blending* lesson manual, this resource also includes two iPad apps that are available for purchase through the Apple Education Store. The *Teaching Blending Teacher Edition iPad App* provides engaging animation and gestures to lead students through all eight stages of the blending continuum. The *Teaching Blending Student Edition App* provides students with opportunities for individual practice and reinforcement.



Teaching Blending®
AP1200

Instructional Design of the Teaching Blending Program

Teaching Blending follows a continuum of skills of gradually increasing difficulty. Like *PA Lessons*, the *Blending* lesson plans allow for gradual release of responsibility from teacher to student(s). Each lesson follows the *I Do, We Do, You Do* model providing a structured gradual release format that allows for ample modeling, teacher supported practice and oversight as students are moved toward mastery.

Within the structured gradual release process, teachers are able to gauge student responses and adjust the number of practice items during the *We Do* portion of the lesson accordingly. Individual *Apply and Practice* booklets are used to provide additional student exercises, moving students to accurate and fluent reading of whole words.

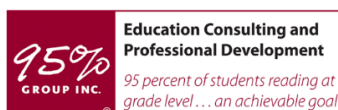
Learning to blend the sounds in words has been proven to be directly related to acquiring reading skills. While the term phonological awareness encompasses a range of sound units in spoken language, the critical units for reading are phonemes, and the critical phonemic awareness skills appear to be blending and segmenting phonemes (National Reading Panel, 2000).

Teaching Blending Transitions Students towards Reading Whole Words Blended

Phonological recoding, the ability to generate the sounds for all letters and blend those sounds into recognizable words, provides a foundation for the alphabetic principle which support both phonics and fluency. All lessons are delivered through explicit instruction.

In *Teaching Blending* students are assessed during the *You Do* portion of each blending stage. The oral responses are observed and recorded so that teachers can make instructional decisions based on their observations. Teachers are able to modify instruction as necessary to ensure skill mastery. By breaking blending instruction into four easy-to-define stages (mastering the concept of blending, reducing the level of rehearsal required, moving to fluency, and dealing with words that are exceptions), 95 Percent Group makes it easy for educators to pinpoint weak spots and guide students toward whole word reading.

Click on the links provided to preview a [Teaching Blending sample lesson](#), additional [Teaching Blending information in our web store](#), and a copy of our [Blending Continuum](#).



95 Percent Group Portfolio



95 Percent Group Products provide both decoding and meaning-focused instruction to supplement core reading instruction and provide intervention for grades K-6.

	Kindergarten	First Grade	Second Grade	Third Grade	4th - 6th Grade	
Core	<p>95 Phonics Core Program</p> <p>95 Phonics Booster Bundle: Summer School Edition</p> <p>95 Phonics Booster Bundle: Tune Up</p> <p>Teaching Blending</p>			<p>Multisyllable Routine Cards*</p> <p>Vocabulary Surge*</p>		
Assessment	<p>Phonological Awareness Screener for Intervention (PASI)</p>		<p>Phonics Screener for Intervention (PSI)</p>			
Intervention	<p>Phonological Awareness Lessons</p>	<p>Teaching Blending</p>	<p>Phonics Lesson Library (Basic, Advanced, Multisyllable)</p> <p>Phonic Chip Kit (Basic, Advanced, Multisyllable)</p> <p>(KDG=enrichment) 95 Phonics Skill Series*</p> <p>Summer School Edition / Tune Up</p>			<p>Vocabulary Surge *Grades 5-6 only</p> <p>Comprehension: Grades 3-6</p>

*Can be used in whole group, small group or intervention group

Logic Model for Phonics Intervention Products | 95 Percent Group Inc.

Problem statement: First-third grade students who are struggling with phonics require explicit, intensive, systematic, and sequential instruction that is targeted to specific skills. Teachers do not have the tools they need to identify which students need help with which skills, as well as the curricular materials with research-based strategies for teaching that skill.

Resources (What resources are or could be available?)	Strategies and Activities (What will the activities, events, and such be?)	Outputs (What are the initial products of these activities?)	Short-term and Intermediate Outcomes	Long-term Outcomes & Impacts
<p>Administrator and teacher commitment to implement a <i>Walk to Intervention</i> model, including at least 50% more staff than the number of classroom teachers.</p> <p>School implementation plan for administering assessments and enacting flexible grouping assignments.</p> <p>Assessment Materials:</p> <ul style="list-style-type: none"> • Universal Screener: Curriculum Based Measure • Diagnostic Assessment: <i>Phonics Screener for Intervention™ (PSI)</i> <p>Curriculum Materials:</p> <ul style="list-style-type: none"> • <i>Phonics Lesson Library™ (PLL)</i> • <i>Phonics Chip Kit™ (PCK)</i> • Teaching Blending (<i>TB</i>) • Phonics Skills Series™ Short Vowels <p>Professional Learning</p> <ul style="list-style-type: none"> • Teachers & interventionists (Grade 1) training on model and materials • Administrators and reading coaches MTSS and data-driven instruction training (2-3x/year) • Job-embedded teacher coaching (3x/year) 	<p>Create a daily 30 minute Walk to Intervention block for each grade.</p> <p>Administer the Universal Screener to all students.</p> <p>Administer PSI to assess students with scores below benchmark on Universal Screener.</p> <p>Place students in small groups according to lowest level skill based on <i>PSI</i>.</p> <p>Create and implement the 3-week intervention cycle calendar to monitor progress and regroup students.</p> <p>Use research-based instructional dialogue of PLL, PCK, TB, and Phonics Skill Series during intervention block.</p> <p>Deliver teacher and administrator coaching sessions to support fidelity of assessment and implementation.</p>	<p>Students are assessed and grouped, and then regrouped, according to the intervention cycle calendar.</p> <p>Students below benchmark are assessed with phonics diagnostic assessment every three weeks to identify phonics needs.</p> <p>Students below benchmark receive focused intervention daily at the designated time.</p> <p>Students receive multiple practice opportunities and consistent skill reinforcement.</p> <p>Teachers deliver comprehensive phonics lessons using a gradual release model (I Do, We Do, You Do).</p> <p>Phonics assessments and phonics lessons are consistent across grade/school levels.</p> <p>Administrators and staff attend the coaching and training sessions to understand assessment and grouping practices, staffing and guidelines for implementation fidelity.</p>	<p>Students make progress along the continuum of phonics skills</p> <p>Students specific skill gaps are addressed in a timely manner, allowing for more accurate and rapid word recognition.</p> <p>Students build better understanding of phonics patterns and can demonstrate proficiency in word level reading.</p> <p>Students apply new knowledge during classroom activities that require decoding and encoding of words.</p> <p>Students read more fluently and exhibit stronger reading comprehension.</p> <p>Students score at or above benchmark on Universal Screener phonics and passage skill measures.</p> <p>Staff knowledge and expertise of assessment and practices aligned with science of reading expands.</p>	<p>Students maintain grade-level proficiency without additional intervention (reducing costs associated with extra services), passing state reading assessments in grades 3-5.</p> <p>Teachers build their confidence and competence to effectively and efficiently teach reading to all students.</p> <p>Schools build institutional knowledge about phonics instruction and new practices for supporting early readers who struggle with phonics.</p> <p>Economic and social benefits of having strong readers, such as reducing dropout rate and increased opportunities for employment.</p> <p>Students achieve their desired goals, live to their full potential, and participate in our democratic governance.</p>

Assumptions: Local health rules and school leadership will enable and support students walking to intervention groups every day, and mixing groups every three weeks. Teachers will be open to changing their approach to phonics intervention and instruction. Leadership has the skills to enable the culture change for data-driven teaching, including the management of how much change is happening across the school community.



PHONICS LESSON LIBRARY™ & PHONICS CHIP KIT™



EFFICACY RESEARCH FALL 2021 RESULTS - FIRST GRADE

PROGRAM DESCRIPTION

The Phonics Lesson Library (PLL) is a Tier 2 or Tier 3 Phonics intervention for grades 1-3. The program aligns with the Phonics Screening Inventory (PSI), a diagnostic and progress monitoring tool to create small groups that receive 20-30-minutes of explicit and systematic phonics instruction using Phonics Chip Kits. Students accelerate skill growth along the Phonics Continuum.

SCHOOL DESCRIPTION

LOCATION: California

GRADE: First

SIZE: 1,042 Students

DEMOGRAPHICS: 82% Hispanic | 33% ELL | 5% Foster/Homeless

STUDY DETAILS

Schools in the district were paired by Spring 2021 ELA scores and then assigned to treatment and comparison groups. Schools in the treatment group used Phonics Lesson Library and Phonics Chip Kit (PLL) to provide targeted, small-group lessons for all students Below or Well Below Benchmark in Fall 2021.

COMPARING RESULTS

During Fall 2021, students using the **95 Percent Group's PLL showed similar gains on Acadience Reading to the comparison group** on multiple measures in first grade.

While Wonders has research studies, none have a control group. At the time of this report, Heggerty resources lack any research studies that meet ESSA-level evidence.

COMPARISON GROUP

LITERACY TOOLKIT

Core: Wonders
Tiers 2-3: Heggerty and a variety of resources

TREATMENT GROUP

REVISED LITERACY TOOLKIT

Core: Wonders
Tiers 2 & 3: **Phonics Lesson Library and Phonics Chip Kit**

ASSESSMENT

ACADIENCE READING

Acadience Reading K-6 was conducted at the beginning-of-year (BOY) and middle-of-year (MOY) during 2021-2022.

Grade	All Students	Tiers 2 & 3
Wonders		
Heggerty		
PLL		

No Evidence Limited Evidence Promising Evidence







For more information about the Phonics Lesson Library, this study or other products, contact info@95percentgroup.com









Learning Experience Design
LXD Research
a division of Charles River Media Group, LLC

RESULTS FROM RIGOROUS STATISTICAL MODELS

Models accounted for known differences that could impact outcomes (statistical controls).

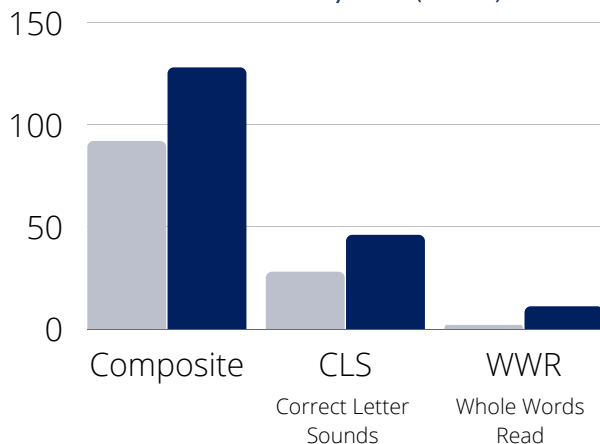
-  Student Demographics: Gender, Ethnicity, & Foster/Homelessness
-  Student Supports: EL Status & SPED
-  Student BOY Benchmark Status
-  Phonics Diagnostic at BOY

Even with statistical controls, schools with PLL had similar gains to comparison schools.

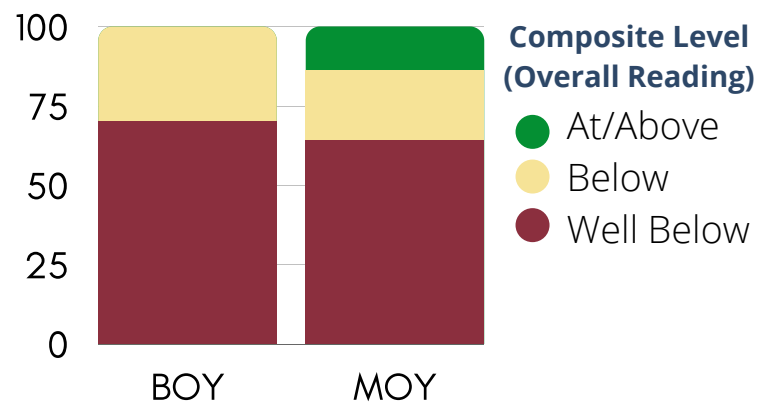
Student BOY Status Group	Gains on Composite (Overall Reading)	Gains on Subtests (Phonics)
All Students		
At/Above Benchmark		
Below/Well Below Benchmark		

BOY TO MOY OUTCOMES FOR PLL SCHOOLS

Students in schools using the Phonics Lesson Library with the Phonics Chip Kits made significant and positive gains from the beginning of the year (gray) to the middle of the year (blue).



Nearly **15%** of Below and Well Below Benchmark students advanced to At/Above Benchmark in just 4 months, reducing intervention need.



95 Percent Group Research Roadmap

Summer 2022 & 2022-2023 School Year

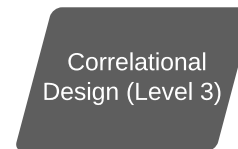
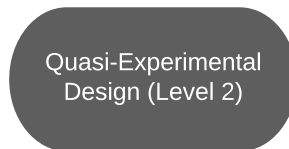
2021-2022

SUMMER/FALL 2022

2022-2023 School Year

	2021-2022	SUMMER/FALL 2022	2022-2023 School Year
Phonological Awareness	<p><u>PA Lessons</u> Multi-School Treatment/Comparison Study Recruitment: Spring 2021 Study Period: 2021-2022 School Year</p>	<p>Report September 2022</p>	
Phonics Intervention	<p><u>Phonics Lesson Library</u> Multi-School Treatment/Comparison Study Recruitment: Spring 2021 Study Period: 2021-2022 School Year</p>	<p>Report September 2022</p>	<p><u>Skill Series</u> Multi-School Pre/Post Study Recruitment: Spring 2022 Study Period: 2022-2023 School Year</p> <p>Report Completed Summer 2023</p>
Core Supplemental	<p><u>95 Phonics Core Program</u> Multi-School Treatment/Comparison Study Recruitment: Spring 2021 Study Period: 2021-2022 School Year</p>	<p>Report Completed September 2022</p>	<p><u>Teaching Comprehension</u> Multi-School Pre/Post Study Recruitment: Spring 2022 Study Period: 2022-2023 School Year</p> <p>Report Completed Summer 2023</p>
MSRC	<p>Site Recruited Spring 2022</p>		<p><u>Multisyllable Routine Cards</u> Multi-School Treatment/Comparison Study Recruitment: Spring 2022 Study Period: 2022-2023 School Year</p> <p>Report Completed Summer 2023</p>
PASI/PSI	<p>Multi-School Evaluation of PASI/PSI gains and Acadience & CORE PA/Phonics Tests</p>	<p>Report Completed September 2022</p>	

Shape Key





For additional information, please contact
95Percent Group, LLC, at 847-499-8200 or
info@95percentgroup.com